



Urban Arts Partnership
Curriculum Map
2012-2013

Name: Jenny Efremova
School: P.S. 46
Grade/Class: 3rd Grade
Art Form: African Dance

Program Overview and Goals

Program Summary/Goals

What do you want to teach and the goals that you want to accomplish?

During the residency at P.S. 46 I will teach West African - and Caribbean Traditional Dances. The students will learn the connection between the African Traditional Dance, Caribbean Dances and the popular dance forms we have today in our society such as DanceHall and HipHop.

Essential Question

One big question that you'll be exploring all year through all the projects?

Throughout the three projects, the evidence of African Traditional Dance in our society will be discussed. A few Caribbean dances which have roots in African Traditional Dance and European Folk Dance will be learnt and their roots will be discussed. As someone who have had the primary experience living in an African village I will always tell my students my own experiences to give them a personal understanding of the topic and how the daily movements in a village have impacted the African Traditional Dance as well as Caribbean folklore learnt in class. The students will learn African Traditional Dances, learn their history and how these dances are danced today.

Project #1 Description

What will be your first project and how does it relate to your goals?

- The students will get to know each other and the teacher. They will learn how to clap on the odd numbers, even numbers, on the “and” and double tempo.
- The warm-up sequence will be learnt.
- The class promises will be introduced and repeated at the beginning, end or

as needed throughout the class.

- The students will explore their own creative ways of moving by first creating letter shapes with their bodies.
- The class responsibilities will be assigned.
- The students will practice getting into 1, 2, 3 or 4 lines with equal amount of students in each.
- The students will understand the basic structure of each class, the rules, the discipline, the order of the class and the incentives.
- The first project will prepare the students and their bodies for the group choreography that is going to happen further on. It will also serve as the introduction to how the the classes will run and lay the foundation for the future.
- The students will answer simple family related questions by making shapes of letters T (True) and F (False).
- The dance “Gota” from Ghana will be learnt.
- The students will work as a team to present a performance piece which will be based on on a Traditional Story “The Chief Who Was No Fool” by Philip Martin.
- The students will work together in groups of threes to present their own compositions to selected African Traditional proverbs.
- The students will look at pictures which were taken in an African village and

see how their posture, clothing, hairstyle of the people have influenced the dances which they are learning, and if they have seen such gestures, hairstyles, etc in their society.

The topic of the “Project 1” is “The Role of Dance in a Traditional African Family Group”. My goals are to give the students a basic understanding of a traditional African village and the role of dance in it. The students will learn the importance of an African Traditional family structure, responsibilities and values. They will also compare these to their own culture and background. To see the relation between the daily activities in an African village and the dance form these activities influenced. The students will learn how to warm up their body by isolating the different body parts and how to be completely ready to execute the warm up dance sequence by themselves. The students will learn how to differentiate the even rhythms from syncopated rhythms, which are often used in African Traditional Dance. The students will learn how to stretch their bodies to the highest extent of their ability. The students will learn that the African Traditional Dances came from the people and is constantly evolving, has spread to the Caribbean and the Americas through slave trade and is the roots to the popular dances such as DanceHall, HipHop, Tap, Jazz, etc. The students will learn that in order to study a traditional dance form, they have to study the people who it came from. They will learn that in order to know where we are going, we have to know where we are coming from. The students will learn basic dance etiquette, the group promises and be able to follow instructions given by the teacher.

Project #2 Description

What will be your second project and how does it relate to your goals?

Project #3 Description

What will be your second project and how does it relate to your goals?

This is a proposed learning model for 21st Century After-School programming. If model is implemented, TA's will hit common core targets within the first 20 minutes of their lesson. TA's have the freedom to touch on other common core targets if they please but not mandatory.

Time	Activity	Common Core	Description
2 Min	Program Board check in		T/A reviews goals with group; board will also include rules, methodology bubbles, behavior incentive chart, jobs, agenda, announcements
5 Minutes	2 Vocab words	7.L.4: Vocab Acquisition-Understanding word or deriving meaning when used in a sentence. 7.L.6: Vocab acquisition - Gather vocab knowledge when considering a word or phrase important to comprehension and expression	T/A introduces 2 new vocab words by using them in a sentence. T/A should make reference to the 2 new words throughout the lesson
5 Minutes	Master Work	7.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.	Master Work is introduced and discussed at the beginning of each class
5-10 Min	Journal Entry	7.w.3: Writing narratives to develop real or imagined experiences; 7.w.1: writing an argument to support claims with clear reasons and relevant evidence; 7.w.5: Develop and strengthen writing as needed by planning, revising, editing or rewriting	Each journal entry should include the date, vocab of the day and student reflection of master work.
60-90 Min	Activity	Teacher's choice	Teacher's choice

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Project Plan #1

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed: African fabric, stereo, paper, star stickers, program board,

Equipment checkout: Stereo

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name: The Role of Dance in a Traditional African Family Group
Project Goal:
Final Product:
<i>Common Core Standards</i> Anchor Strands (what are the big ideas of this unit & what are its anchor strands?) CIRCLE ONE (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Project #1

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
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Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

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Project Plan #2

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed:

Equipment checkout:

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name:
Project Goal:
Final Product:
<i>Common Core Standards</i> Anchor Strands (what are the big ideas of this unit & what are its anchor strands?) CIRCLE ONE (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Project #2:

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Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

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What are your next steps?

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Project Plan #3

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed:

Equipment checkout:

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name:
Project Goal:
Final Product:
<i>Common Core Standards</i> Anchor Strands (what are the big ideas of this unit & what are its anchor strands?) CIRCLE ONE (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Project #3:

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
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Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

Project Rubric (at least 6 criteria for each level, 2 each for academic, artistic and social goals)

EXCELLING	
ACHIEVING	
EMERGING	